Unit title	Worldwide Travel and Tourism Destination
Guided learning hours	120
Number of lessons	60
Duration of lessons	2 hours
Links to other units	
● Unit 1: The Travel and Tourism Industry ● Unit 4: Customer Service in Travel and Tourism ● Unit 6: Specialist Tourism ● Unit 7: Sustainable Tourism ● Unit 8: The Airport Experience ● Unit 10: Global and Domestic Passenger Transport ● Unit 16: My Country as a Tourist Destination ● Unit 18: Researching Current Travel Trends and Key Issues in Travel and Tourism	

Key to lesson types			
AW	Assignment writing	**RS**	Revision session
GS	Guest speaker	**V**	Visit
IS	Independent study	**WE**	Work experience

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Lesson	Topic	Lesson type	Suggested activities	Classroom resources
Learning aim A: Understand how location and features can contribute to the appeal of worldwide destinations and the types of tourism and activities they support				
1	**A1:** Geographical awareness and features of destinations	IS	● **Lead-in:** introduce learners to the unit and format of the set assignment. Explain the relevance of the unit to future careers, gap years, leisure and business travel. Explain the importance of effective research during the course of the unit and for set assignment. ● **Tutor-led activity:** 'Where am I?' Produce a slide show or picture quiz of well-known iconic destinations/attractions across all continents to stimulate interest and show the scope of the unit. Review learner responses. Share experiences of travel to different continents and countries and/or any related TV programmes/films watched. ● **Tutor-led presentation:** back to basics – use a globe (real or virtual) to show positions including continents, oceans, seas, islands. Give a presentation with visuals to show the location of the hemispheres, tropics, equator, poles and lines of latitude (including Prime Meridian and International Date Line). Explain their relevance to worldwide travel with examples. Use Q&A to check understanding. ● **Individual activity:** ask learners to use a website that shows images of streets and roads to locate and view the destinations/attractions from 'Where am I?' They must locate them on blank maps, naming their continent and country. ● **Tutor-led presentation:** 'Spotlight' – show a short video clip on Alaska. Give interesting facts about the destination and geographical awareness (Arctic Circle). Introduce and discuss the key features of appeal for different types of visitors.	Unit specification Internet Computers Picture quiz slides and question sheets Search online for 'Nationalgeographic .org quiz slides' Globe (optional) Presentation slides Search online for 'Google Earth' Blank maps of the world Search YouTube for 'Cruise Alaska 2015 travel guide travel tips tourism in Alaska' Search online for 'lizardpoint.com geography world quiz'

			● **Plenary:** 'Beat the clock' – learners complete interactive world quiz on continents and oceans ● **Homework:** selected learner(s) prepare for 'Spotlight'.	
2	**A1:** Geographical awareness and features of destinations	IS	● **Lead-in:** 'How important is the weather on holiday?' Ask learners for types of holidays that are weather dependent, with example destinations. ● **Tutor-led activity:** play a video clip of Wellington, New Zealand to set the scene. Give learners climate charts to interpret precipitation, temperature, sunshine and seasonal variations. Lead a Q&A to establish the best time to travel. ● **Group activity:** give learners climate charts for well-known destinations in the northern and southern hemispheres with varied climates, e.g. tropical, Mediterranean and continental. Ask them to study the charts and then recommend the best time of the year to travel and when to avoid. Individually locate the destinations on maps and discuss findings as a class. ● **Learner-led activity:** 'Spotlight' – selected learners present a short video clip on a pre-agreed destination; they show its location, give some interesting facts about the destination and generate discussion on its appeal for different types of visitors. ● **Plenary:** lead a Q&A to confirm understanding of seasonal variations, north and south hemispheres, proximity to the tropics, poles, equator, etc., as appropriate. ● **Homework:** selected learner(s) prepare for 'Spotlight'.	Board Internet Search YouTube for 'Wellington city video guide' Climate charts Maps of continents Atlases Learner 'Spotlight' presentation
3	**A1:** Geographical awareness and features of destinations	IS	● **Lead-in:** ask learners: 'What types of natural attractions increase the appeal of a destination?' They list the key natural features while watching a video clip on Iceland or another destination with a range of natural attractions. ● **Paired activity:** ask learners to carry out some research into two holidays to Iceland using brochures. Locate at least five popular natural attractions on a map.	Internet Computers Search YouTube for 'Iceland Beautiful' Maps of Iceland Iceland holiday

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			● **Class discussion:** ask the following questions: 'What are the main natural attractions in Iceland? What types of holidays are offered at different times of the year?' Discuss what types of people would be attracted to Iceland as a holiday destination. ● **Paired activity:** place learners in mixed ability pairs and ask them to identify a destination in the southern hemisphere where natural attractions are a key feature. They put together a 2-minute slide show highlighting the main natural attractions, with images, and present to the group. ● **Learner-led activity:** 'Spotlight' – selected learners present a short video clip on a pre-agreed destination, show its location, then discuss the destination and its appeal for different types of visitors. ● **Plenary:** learners answer the question: 'What types of activity holidays are based around natural attractions?' ● **Homework:** selected learner(s) prepare for 'Spotlight'.	brochures Learner 'Spotlight' presentation
4	**A1:** Geographical awareness and features of destinations	IS	● **Lead-in:** present a slide show of a varied range of built attractions. Ask learners to identify their appeal for different types of customers. ● **Learner-led activity:** 'Spotlight' – selected learners present a short video clip on a pre-agreed destination, show its location, then generate discussion on the destination and its appeal for different types of visitors. ● **Paired activity:** randomly allocate destinations to mixed ability pairs. Learners research the destination and produce a poster promoting the range of built attractions. Using their posters, learners 'sell' their destination to the class for different types of visitors. Print out and display the posters in class. ● **Plenary:** ask learners to vote on the best destination for built attractions, giving their reasons for their choices.	Presentation Computers Internet Destination selections Printer Learner 'Spotlight' presentation

			● **Homework:** selected learner(s) prepare for 'Spotlight'.	
5	**A1:** Geographical awareness and features of destinations	IS	● **Lead-in:** ask learners to imagine they are planning a weekend city break overseas. What do they need to find out about travel and the destination to help them plan their short break? Consider if the length of stay has any influence on requirements in terms of tourism facilities and amenities. ● **Individual activity:** send learners an email posing as a customer asking them, as travel agents, to recommend an international city for a three-night break. Ask learners to respond by email with general details of transport links, types of accommodation, events, entertainment, local culture, food and drink, and facilities; they should include brief reasons to support their recommendation. ● **Learner-led activity:** 'Spotlight' – selected learners present a short video clip on a pre-agreed destination, show its location, then generate discussion on the destination and its appeal for different types of visitors. ● **Plenary:** learners answer the question: 'To what extent do the availability and standards of tourist facilities and amenities influence a destination's appeal?'	Board Internet Computers Email task Learner 'Spotlight' presentation
6–8	**A2:** Appeal and types of tourism	IS	● **Lead-in:** lead a sticky note activity with ideas of how many different types of tourism there are. ● **Paired activity:** give each pair a different type of tourism to research from the unit content. Allow two lessons for independent research and preparation of their 'Around the World' presentation. ● **Pairs presentation:** allow one lesson for pairs to deliver their visual presentations to promote their type of tourism with examples of worldwide travel and tourism destinations that are well known for the type of tourism. ● **Evaluation:** design some general activities linked to types of tourism to help learners understand the higher level skills of evaluation as defined in the specification. Give guidelines, clarify key features of evaluation, how to support points	Computers Internet Sticky notes

			made and how they differ. ● **Plenary:** learners answer the question: 'What common features are needed at the destinations to support each different type of tourism?'	
9	**A2:** Appeal and types of tourism	IS	● **Lead-in:** introduce specialist tour operators and ask learners what types of holidays they might offer. ● **Paired activity:** give learners a specific type of tourism from the sub-lists, e.g. bird watching, sailing. Ask pairs to find specialist tour operators for the type of tourism. Select one chosen tourist activity and produce a one-page tour profile of the destinations people can go to, what activities are there and which tour operators cater for this. Identify the most important features needed to support each activity. Encourage learners to investigate beyond what interests them. ● **Homework:** learners conduct research, similar to the SAMs Activity 1, based on destinations, features and types of tourism in preparation for activities similar to Activity 2 and learning aim A – features of global destinations. Research should be timed; depending on the learners, this could be 90 minutes.	Computers Internet Printer Task sheet – research for learning aim A, similar to Activities 1 and 2 in the SAMs
10	**A1:** Geographical awareness and features of destinations **A2:** Appeal and types of tourism	RS	● **Lead-in:** explain the format of set assignment for learning aim A. Brief learners on Activity 2. ● **Individual activity:** learners complete research and produce up to two pages of notes. ● **Tutor-led activity**: compare results. Give feedback and more guidance on improving research skills and selecting sources. Also, refer to Pearson guidelines regarding notes allowed. ● **Individual activity:** learners complete this timed – perhaps a one-hour assignment Activity 2 designed to be similar to that in the SAMs. Collects learners' research notes and completed activities for future use.	Computers Internet Task sheet – based on SAMs Activity 2

Learning aim B: Explore international gateways and transport options to access worldwide destinations				
11	**B1:** International gateways and transport hubs and their facilities	IS	● **Lead-in:** ask learners: 'What is the worst journey or domestic trip you have experienced? What made it so bad? How could it have been improved?' ● **Tutor-led presentation:** give definitions of aviation terminology – e.g. 'gateway', 'hub', 'three-letter codes', 'direct flight', 'indirect flight' – and give examples. ● **Individual activity:** give learners worksheets on which they can identify a selection of airports with their three-letter codes and locate them on a map. ● **Tutor-led activity:** ask learners: 'What facilities are provided at airports?' Answers should include both air passengers and non-travellers. Define what is meant by 'different types of passengers'. Coordinate responses. ● **Paired activity:** give each pair details of an indirect international flight route to research facilities at the departure, transfer and arrival airports, and complete a worksheet. Include departure/arrival times, transfer times and arrangements, as well as total length of journey. ● **Plenary:** lead a Q&A on how useful airport websites were in providing information for travellers. Were some easier to navigate than others? Did the airports researched have adequate facilities for all travellers?	Presentation Worksheets Computers Internet Blank maps Board
12	**B2:** Transport options to access worldwide destinations, potential advantages and disadvantages	IS	● **Lead-in:** ask learners: 'Are some airlines better than others?' Discuss their perceptions of different airlines. ● **Individual activity:** ask learners to research and complete worksheets to define national flag carriers, scheduled, chartered, budget and luxury. They should give a named example for each. ● **Group activity:** give each group a named national flag carrier, scheduled airline, charter airline and budget airline. Ask them to produce a poster with the advantages and disadvantages of flying with each type of airline. Compare posters and identify common themes, e.g. allocated seats,	Computers Internet Worksheet Paper/pens

			checked baggage, comfort, safety, different classes available, airports (e.g. CDG, BVS, ORY for Paris), in-flight services and review ratings. ● **Plenary:** learners answer the question: 'Are low cost carriers always the best value?'	
13	**B1:** International gateways and transport hubs and their facilities **B2:** Transport options to access worldwide destinations, potential advantages and disadvantages	IS	● **Lead-in:** ask learners: 'What is a rail terminal?' Introduce them to international rail termini using an international capital city such as Madrid as an example. ● **Tutor-led activity:** introduce learners to rail operators such as Eurostar, Le Shuttle, Nightjet, SNCF (explaining the differences), and worldwide high speed rail such as the Shanghai Maglev, the Italian Frecciarossa and, in Japan, the Shinkansen or bullet train. Ask learners to investigate the services, facilities offered by scheduled high speed rail operators worldwide and research international rail connections available when travelling between three capital cities such as Eurostar from London St Pancras to Paris and onwards to Madrid. Discuss the advantages and disadvantages of travelling by high speed rail. ● **Tutor presentation:** show a video clip of the Venice Simplon Orient Express (VSOE). Make a presentation with visuals and examples of different types of train operators: scheduled, luxury, heritage, long distance. ● **Group activity:** allocate each group one of the great luxury train journeys of the world to research the journey, the train and a budget option. Make a display board in class for each group to showcase their journey, the facilities on board the luxury train and also the budget option. Ask each group to produce a quiz with five questions taken from their display. Circulate the quizzes to each group to complete and ask learners why people might choose to travel in this way. ● **Plenary:** learners answer the question: 'What are the USPs of the different luxury train journeys?'	Search online for Conde Nast Traveller – 'The world's 10 fastest trains' Search online for 'raileurope-world.com plan your trip train stations' Search YouTube for 'Venice Simplon – Orient – Express Europe' Presentation Search online for 'The Telegraph Great luxury train journeys and their budget alternatives'
14	**B1:** International	IS	● **Lead-in:** ask learners: 'What is the difference between a	Computers

	gateways and transport hubs and their facilities **B2:** Transport options to access worldwide destinations, potential advantages and disadvantages		ferry and a cruise?' Prompt ideas and discussion. Ask learners to share their experiences. ● **Individual activity:** give learners a worksheet with a map showing popular tourist ferry routes such as in Europe between the mainland and the Greek islands, (without port names). Learners name the ports and identify the main ferry companies serving the routes. Give customer enquiries into port and ship facilities, duration and frequency of journeys and seasonality for selected routes. ● **Plenary:** learners answer the question: 'What is the attraction of travelling by ferry?'	Internet Worksheet
15	**B1:** International gateways and transport hubs and their facilities **B2:** Transport options to access worldwide destinations, potential advantages and disadvantages	IS	● **Lead-in:** show a short video clip of one of the large cruise ships. Ask learners what they think are the main features of the ship. ● **Tutor presentation:** introduce learners to the cruise sector and the different types of cruise companies. ● **Paired activity:** give learners, in mixed ability pairs, the maps, and a list of European and worldwide river cruise areas. Ask them to locate the river cruise areas on the maps and identify key embarkation/disembarkation ports. ● **Tutor-led activity:** watch the video clip on the Port of Miami's 2035 master plan. Ask learners to take note of the plans to improve facilities. Discuss how the plans will improve the customer experience. ● **Paired activity:** ask learners to select two cruises of similar duration with different cruise companies in the same cruise area. They should then produce a comparison of the itineraries and advantages and disadvantages of the two cruises. ● **Plenary:** learners answer the question: 'What are the key selling points of cruising?'	Presentation Computers Internet Maps and list of cruise areas of the world Search YouTube for 'Port of Miami's "2035" masterplan (video overview)'
16	**B1:** International gateways and transport hubs and	IS	● **Lead-in:** ask learners: 'What is an integrated transport system?' Prompt ideas and a definition, using a local example	Computers Internet

	their facilities		if necessary. ● **Paired activity:** ask learners to research how Rio developed an integrated transport system for the Olympics in 2016. Discuss findings and identify the benefits to visitors. ● **Tutor-led activity:** give learners a selection of worldwide destinations to identify those with and without integrated transport systems and services. Coordinate findings. ● **Plenary:** learners answer the question: 'What are the benefits of an integrated transport system for visitors to a destination?'	
17	**B2:** Transport options to access worldwide destinations, potential advantages and disadvantages	IS	● **Lead-in:** ask learners: 'Who would overland travel appeal to?' Prompt learners to link to different types of journeys to cover the full content range. ● **Individual activity:** give learners three pen portraits for customers interested in finding out more about transport on a safari, an expedition and an escorted coach tour of a worldwide destination such as Botswana, or New Zealand. Ask learners to prepare a draft email to the customers with details. ● **Plenary:** lead a Q&A session to highlight the differences between overland travel providers.	Computers Internet Pen portraits
18	**B2:** Transport options to access worldwide destinations, potential advantages and disadvantages	IS	● **Lead-in:** ask learners: 'Is flying the most convenient way to travel?' ● **Group activity:** ask learners to plan a journey on a selected date by scheduled airline, low cost airline, bus, rail and self-drive/ferry from Athens to Doha, or similar. For each journey, they should give travel routes, departure and arrival gateways, travel times, connections, transfers and cost. ● **Plenary:** lead a Q&A to identify the advantages and disadvantages of the different travel routes and transport providers. Use the activity to develop evaluative skills, reaching a conclusion matched to different types of customers.	Computers Internet Worksheets Task sheet – based on Research Activity 1 learning aim B – Gateways, hubs and transport options

			● **Homework:** give a research activity similar to Activity 1 for learning aim B Gateways and transport. Ask learners to set a time limit of 90 minutes.	
19	**Learning aims B revision session**	RS	● **Lead-in:** explain the format of the set assignment for learning aim B Activity 3. ● **Group discussion**: Ask: 'How easy was the research activity? What would you do differently?' ● **Individual activity:** using the research notes prepared for learning aim B, give learners an activity similar to SAMs Activity 3 as a timed one-hour activity with no access to the internet. Collect learners' research notes and completed activities for future use. ● **Individual activity:** ask learners to complete a self-evaluation on time management, effectiveness of research, notes etc. Lead feedback and a tutorial session.	Task sheet – based on SAMs Research Activity 1 and Activity 3 Gateways and transport Internet Computer
Learning aim C: Investigate the suitability of travel plans and itineraries to meet the needs of specified customers				
20	**C3:** Travel planning and suitability of transport options	IS	● **Lead-in:** ask learners: 'What are the most useful travel information sources and why?' ● **Paired activity:** learners complete a worksheet that identifies the advantages and disadvantages of different sources of information for travel planning. ● **Tutor-led activity:** lead a Q&A to check awareness of time zones and 24-hour clock. Give learners time zone maps; explain time zones going east and west and crossing the International Date Line. (If permitted, the classroom could have three clocks displayed set at London, New York and Sydney time as a helpful reminder.) Check awareness of jet lag. Explain elapsed flying times and give worked examples. Give learners a worksheet to calculate time differences and elapsed flying times. Check and review responses. ● **Plenary:** use a fast Q&A test on time zones.	Worksheets Computers Internet Time zone maps

21	**C1:** Types of customer and their needs	IS	● **Lead-in:** ask learners: 'Why is it important for travel companies to cater for specific customer needs?' ● **Tutor-led activity:** give learners photographs of all types of customers in the unit content. Ask them to identify their general needs when travelling, in terms of speed, cost, time and length of journey. Coordinate responses, identifying stereotypes and prompting discussion on diversity. ● **Paired activity:** prepare 'customer profiles' of a number of different types of customers with a range of specific travel needs. Give each pair a different named transport provider or airport to research for facilities provided to meet the specific needs of their customer profiles. Learners give feed back on suitability to the class. ● **Plenary:** lead a Q&A session to confirm good practices in meeting the specific needs of travellers. ● **Homework:** learners prepare for the next session with a guest speaker. They prepare questions to ask the travel agent about itinerary planning, costings, sources of information and how they meet customer needs.	Photographs Customer profiles Computers Internet
22	**C1:** Types of customer and their needs **C2:** Content and suitability of travel itineraries **C3:** Travel planning and suitability of transport options **C4:** Cost factors	GS	● **Presentation:** invite a guest speaker from a local travel agency to give a presentation (either in person or via Skype call) on travel planning, costing and creation of itineraries to meet customer needs. ● **Q&A:** learners use a Q&A opportunity to clarify procedures and good practice.	Computer Internet
23	**C3:** Travel planning and suitability of transport options	IS	● **Lead-in:** ask learners: 'What is the most important factor cost, convenience or comfort?'	Computers Internet

			● **Tutor presentation:** demonstrate the use of travel search engines such as Skyscanner. Demonstrate a worked example using an airline's website to select the most suitable flight to meet specified customer requirements. ● **Paired activity:** give learners a worksheet with travel agency enquiries to find the most convenient flights for different customers with specific requirements for convenience, services and level of comfort. Learners produce a draft email to the customers with the best options, highlighting the advantages and disadvantages of different options. ● **Plenary:** Learners answer the question: 'What are the advantages and disadvantages of the different options?'	Worksheet
24	**C3:** Travel planning and suitability of transport options	IS	● **Lead-in:** ask learners: 'How do you know if it is safe to travel to a destination?' ● **Tutor-led activity:** explain the role of the Foreign and Commonwealth Office (FCO)/government departments responsible for the safety of their citizens when overseas. Show the different types of safety and security information for a randomly selected worldwide destination. Ask learners for examples of safety and security measures at airports and on flights. Read and discuss key areas from the Civil Aviation Authority (CAA) or International Civil Aviation Organisation (ICAO) report/s on airport safety. Ask learners to use search engines to find airline safety rankings and to discuss how reliable they are. ● **Individual activity:** give learners a letter from a nervous traveller, already booked to travel to a named destination with a named airline. They respond to the customer's concerns regarding safety, security and risk assessments. ● **Plenary:** learners answer the question: 'What are your top recommendations for travel safety?'	Computers Internet Letter Search online for UK travel advice – 'gov.uk foreign travel advice' Search online for US travel advice –'travel.state.gov' Search online for 'caa.co.uk airport safety' or 'ICAO.int'
25	**C4:** Cost factors	IS	● **Lead-in:** ask learners: 'How cost conscious are you when travelling?'	Computers

			● **Tutor-led activity:** explain costing terminology. Learners find examples of typical discounts and supplements when booking a flight and booking a holiday. Explain how exchange rates can affect prices. Set worksheet tasks to use brochures and websites to identify and cost different elements using supplements, discounts and currency conversions. Swap with peers to mark responses. ● **Plenary:** lead a Q&A to identify any problem areas.	Internet Brochures Board Worksheet
26	**C2:** Content and suitability of travel itineraries **C4:** Cost factors **C1:** Types of customer and their needs	IS	● **Lead-in:** ask learners: 'What is an itinerary?' ● **Group activity:** place learners in mixed ability groups and ask them to identify what information should be included in an itinerary. Learners share their lists. Prompt learners to include a full list. ● **Individual activity:** set learners a variety of travel agency in-box enquiries to produce itineraries to meet specific customer needs. Individuals peer assess another learner's itineraries, annotating where specific needs are being met. ● **Plenary:** learners answer the questions: 'Were there any difficulties in meeting customer needs? What compromises had to be made?' ● **Homework:** give a research activity similar to the SAMs research Activity 1 for learning aim C Travel plans and itineraries. Ask learners to set themselves a time limit of two hours.	Board Computers Internet In-box enquiries Itinerary templates Task sheet based on Part A of SAMs for learning aim C
27	**Learning aim C revision session**	RS	● **Lead-in:** explain the format of set assignment for learning aim C Activity 4. ● **Group discussion:** in groups, learners discuss how easy it was to find the information they needed. They compare notes and discuss differences. ● **Individual activity:** give learners Activity 4, a timed assessment, without access to the internet. Collect learners' research notes and completed activities for future use. Give	Task sheet – based on SAMs Activity 4

			them two hours to complete this activity. ● **Individual activity:** ask learners to complete a self-evaluation on time management, effectiveness of research, notes, etc. Then lead a feedback and tutorial session. ● **Plenary:** learners answer these questions: 'How useful are small set tasks in improving confidence ahead of the set assignment? What have you learnt and what will you change?'	
28	**Learning aims A, B and C revision session**	RS	● **Lead-in:** re-cap on the format of the set assignment. ● **Tutor-led presentation:** use the marking grid for learning Aims A, B and C to show how marks will be awarded. Lead to discussion on the importance of the research. ● **Individual/pairs activity:** learners are given their research notes and completed assignment activities. Then they work in pairs and compare their results. Each pair identifies strengths and weaknesses of their performance and completes handout. ● **Group discussion:** groups discuss the questions: 'Are there any similarities in the weaknesses identified? How can these be improved?. ● **Individual activities:** ask learners to take notes on how they could improve their research for Part A and also how could they improve performance in Part B. They create action plans from self-evaluation on time management, effectiveness of research, notes and so on.	Handout SAMs for learning aims A, B and C including research Activity 1
Learning aim D: Examine the popularity of worldwide destinations				
29-30	**D1:** Popularity of worldwide destinations	IS	● **Lead in:** show learners images/a video clip/a slideshow of tourists in Egypt at the Valley of Kings and Pyramids at Giza from 10 years ago; intersperse with news headlines of events in 2013 to 2015, followed by images of absence of tourists at main tourist hotspots. ● **Tutor led activity:** lead a discussion based around	Internet Computers Presentation slides Board Search online for

			influences on the popularity of worldwide destinations. Run a Q&A on 'What happened in Egypt?' Present learners with details of events that led to the downturn in popularity and data on international tourist arrivals, tourism earnings and numbers employed in travel and tourism in Egypt. ● **Group activity:** give each group a worldwide destination that has experienced growth or decline, or mixed fortunes, to investigate. Each group produces notes for a news bulletin with data on tourism supporting points made. Learners should include a reference list of sources used for research. ● **Plenary activity:** lead a Q&A on the difficulties learners encounter when researching tourism data. Share best practice and useful websites. ● **Homework:** research the changing popularity of Cuba including data on arrivals, earnings and accommodation provision.	'Data World Bank' (data and trends in international tourism) Search online for 'Statista' (free basic data, including bed stock, multinational hotels)
31	**D1:** Popularity of worldwide destinations **D2:** Factors affecting popularity	IS	● **Lead-in:** lead a discussion with learners about Cuba. Ask: 'What has hindered tourism there? Why has there been an increase in popularity.' Prompt learners with the questions: 'What have been some of the challenges faced by the destination?' ● **Individual activity:** write up notes on tourism in Cuba and the best sources of information to find data on tourism. ● **Tutor-led activity:** from research on Cuba and information on Egypt ask learners to identify factors that can affect the changing popularity of worldwide destinations. Prompt them to cover the full content range for learning aim D with examples. Consider what other evidence would show whether a destination is becoming more or less popular. ● **Plenary:** ask learners to predict five worldwide destinations that are likely to grow in popularity in the future and give reasons for their suggestions.	Board Computers Internet Task sheet
32	**D2:** Factors affecting popularity: *Political factors*	IS	● **Lead-in:** explain the format of the set assignment for learning aim D. ● **Tutor presentation:** make a presentation for learners	Board Presentation slides

			covering different political factors that can affect the popularity and appeal of destinations covering the full content range for learning aim D2. Give examples. Encourage with Q&As throughout and share useful information sources. ● **Small group activity:** using the FCO and National Tourist Board websites, give learners a selected worldwide destination to research and produce two factsheets: one covering elements that might restrict visitors; and one that might encourage more visitors to the destination. ● **Plenary**: lead a Q&A to determine how governments can influence the popularity and potential appeal of a destination.	Internet Computers
33	**D2:** Factors affecting popularity: *Political factors*	IS	● **Lead-in:** prompt learners to give examples of other destinations recently (in the last three years) affected by political instability, war, civil unrest or threat of terrorist attack. ● **Tutor-led activity:** learners read the handout on the effect of terrorism (or a similar recent article). Lead a class discussion on the key effects of terrorist threats. ● **Small group activity:** allocate each group a different destination to research how safety and security impacts on the popularity of the destination. Learners make individual notes in preparation for the next session. Groups could give a short presentation to the class and discuss similarities/differences. ● **Plenary:** with learner input, populate a map showing safety and security risk hotspots around the world. ● **Homework:** learners answer the question: 'How does having a stable government influence the popularity of worldwide destinations?'	Board Internet Computers Handout Large map Search online for 'tourism-review.com' (shows impact of terrorism, e.g. Tunisia, Egypt Turkey, Sri Lanka)
34	**D2:** Factors affecting popularity: *Political factors*	RS/AW	● **Lead-in:** discuss homework and the importance of political stability for destinations to remain popular with tourists. Consolidate and share examples. ● **Tutor-led activity:** explain to learners that this session will offer useful skills development for the set assignment. Design	Board Computers Activity sheets

			some general activities to help learners understand the higher level skills of analysis and evaluation as defined in the specification. Give guidelines, clarify key features of analysis and evaluation, how to support points made and how they differ. ● **Paired work:** ask pairs to either evaluate or analyse something familiar – favourite celebrity/music artist. Lead a Q&A to encourage learners to recognise they have the skills and practise on unit content. ● **Individual work:** using notes made during the previous session's research, ask learners to produce a written evaluation of the potential impact of safety and security risks on the changing popularity of the destination they have researched (up to 400 words).	Guidelines Learners' written notes
35	**D2:** Factors affecting popularity: *Economic factors*	IS	● **Lead-in:** lead a Q&A on currencies of the world; aim to make this a quick-fire round or a matching game with sticky notes to see if learners can give the correct currency for each given destination. Research any gaps in knowledge. ● **Tutor-led presentation:** give a presentation on the economic factors at the tourist receiving areas – i.e. destination currencies/exchange rates, costs of food drink etc. and the tourist-generating areas in terms of levels of disposable income and currency. Give graphs, statistics and so on for interpretation and discussion, and identification of positive and negative effects. Lead a Q&A to check understanding. ● **Individual activity:** learners research the cost of visiting two destinations from the Post Office website 'holiday costs barometer'. They do some practical currency conversions with major currencies and those less well known. ● **Plenary:** lead a group discussion on the influence of exchange rates on the popularity of destinations.	Sticky notes Board Presentation Computers Internet Worksheets Search online: 'PostOffice.co.uk' (for holiday costs barometer and currency conversions)

36	**D2:** Factors affecting popularity: *Accessibility and availability*	IS	● **Lead-in:** ask learners: 'What makes a destination accessible to visitors?' Use this question to lead a further Q&A to identify the importance of infrastructure, including all elements of 'infrastructure' as in the unit content. ● **Paired work:** place learners in mixed ability pairs, then ask them to read the Travel Foundation's report and carry out further research into the infrastructure of the Cape Verde islands and availability of facilities (and so on) for holidaymakers. Learners produce a poster of positive and negative aspects of infrastructure and the availability of facilities that may affect the popularity and appeal of Cape Verde. ● **Plenary:** learners answer the questions: 'What are the main gaps in infrastructure and availability? How do they affect appeal?'	Computers Internet Paper, pens Search online for 'The Travel Foundation Annual Review of Cape Verde 2018'
37	**D2:** Factors affecting popularity: *Accessibility and availability*	IS	● **Lead in**: ask learners 'What do tourists expect at a destination?' Use this question to lead to further Q&As to consider the importance of availability of tourism facilities, amenities and attractions as well as types of holidays offered at destinations. ● **Small group activity:** learners research the availability of tourism facilities, holidays, attractions and amenities in contrasting destinations such as Nepal, Peru, Oman and Morocco. They complete a brief summary worksheet of findings. ● **Plenary**: lead a discussion on: 'How does the provision for tourists and holidays on offer in destinations researched differ?' Consider: 'How may this availability influence the popularity of each destination with different types of visitors from different countries?' Link expectations of tourists in terms of quality standards, independence, comfort and catering.	Computers Internet Worksheet
38	**D2:** Factors affecting popularity: *Climate,*	IS	● **Lead-in:** introduce the subject through a continuous slide show with visuals of natural disasters. What specific	Computers Internet

	natural disasters and their influence on travel		examples can learners give? ● **Tutor-led activity:** give a brief presentation on different types of natural disasters and how they are caused. ● **Individual activity:** using the handout as a starting point, ask learners to carry out independent research and make notes on the effect of volcanic eruptions on Iceland. ● **Plenary:** lead a discussion on the extent to which the popularity of Iceland is affected by volcanic eruptions. ● **Homework:** learners research areas prone to earthquakes.	Presentation slides Search online for 'thestar.com As tourism booms, Iceland waits for its next volcanic eruption' Handout
39	**D2** Factors affecting popularity: *Climate, natural disasters and their influence on travel*	IS	● **Lead-in:** ask learners: 'Which countries are the most prone to tsunamis and earthquakes?' After some discussion, they populate a large map with examples. ● **Paired activity:** learners research a destination affected by a major earthquake, avalanches (e.g. Zermatt, January 2018) and landslides (e.g. Inca Trail, 2017) in the last five years and their impact on appeal. They present their findings to the class. ● **Plenary:** learners discuss the question: 'Do natural disasters have a lasting effect and threat/risk on popularity?' For example, the Maldives are at risk and low lying; does this affect their popularity?	Computers Internet Large map
40	**D2:** Factors affecting popularity: *Climate, natural disasters and their influence on travel*	IS	● **Lead-in:** ask learners: 'What are the world's climate zones?' ● **Tutor-led activity:** slideshow presentation on the different climate zones and seasonal variations as listed in the specification, explaining how they are formed and their impact; visuals will be a help here. Discuss how seasonal variations of climate zones can influence the popularity of destinations. Ask learners to populate a world map with areas prone to monsoons, hurricanes, typhoons, cyclones and the times of year they are most prevalent. ● **Paired activity:** a tour operator is considering adding the Caribbean to its programme. Ask pairs to carry out research to produce a presentation on cruise areas and how their	Computers Internet Board Presentation slides Large map

			popularity may be affected by hurricanes. ● **Plenary:** summarise the key points from the presentations.	
41	**D2:** Factors affecting popularity: *Personal health and safety concerns*	IS	● **Lead in:** prepare sticky notes with a range of diseases and illnesses. Ask learners to identify which are infectious. ● **Group activity:** give each group an illness/disease to research to include those in the specification. Learners conduct research and complete a worksheet – where in the world there is a risk of contracting the disease or becoming ill, what the symptoms are, whether vaccines are available and what precautions can be taken to reduce the risk. ● **Tutor-led activity**: learners give feedback on their findings, leading to a discussion on: 'How could health and safety concerns influence the popularity of some destinations?' ● **Homework:** learners research the difference between an epidemic and a pandemic, and find examples.	Sticky notes Internet Computers Worksheet
42	**D2:** Factors affecting popularity: *Personal health and safety concerns*	IS	● **Lead-in:** discuss difference between an epidemic and pandemic. Then ask: 'How does an epidemic become a pandemic?' ● **Individual activity:** research how outbreaks of infectious diseases may impact on the movement of people and lead to entry restrictions being applied by destinations to minimise the spread. ● **Group discussion:** learners give feedback and then discuss: 'How important are concerns over health and to a destination's popularity? What else would potential visitors need to consider when considering going on holiday where there is an increased risk?' Lead them, either in groups or as a class, to the importance of having appropriate insurance and the standard of medical care/facilities at destinations. ● **Plenary:** summarise the key points from the discussions.	Internet Computers Search online for 'World Health Organization International travel and health'
43	**D2:** Factors affecting popularity: *Consumer trends*	IS	● **Lead-in:** play a video clip to show how holiday and customer trends have changed since the 1960s. Ask learners: 'How do	Internet Computers

			these trends relate to changing tastes?' Discuss the changes. ● **Tutor-led activity:** ask learners to make notes on key trends using the latest Conde Nast Traveller Trends reports and ABTA Travel Trends reports on holiday and customer trends. Coordinate and summarise findings. ● **Q&A:** facilitate a Q&A session to confirm learners' understanding of terms in the specification – e.g. 'What does "changing lifestyles" actually mean?' ● **Group activity:** give each group one of the trends to research and find holidays/articles to substantiate the trend. Each group gives a presentation on their findings and uploads copies of supporting articles to the intranet. ● **Plenary:** lead a discussion on how changing trends impact on the popularity of worldwide travel and tourism destinations. Prompt to consider why popularity may change due to trends. ● **Homework:** learners make notes on how consumer trends affect the changing popularity of different types of worldwide destinations.	Search YouTube for 'Holidays in the early 1960s' Search online for 'ABTA Travel Trends reports' Search online for 'Conde Nast Traveller Travel and Tourism Trends'
44	**D2:** Factors affecting popularity: *Consumer trends*	IS	● **Lead-in:** lead a spontaneous Q&A session to match factors to categories in learning aim D. Alternatively, use sticky notes on the classroom wall. ● **Individual activity:** learners produce an article that explains each consumer trend and gives examples of destinations/holidays that would meet the trend's needs – e.g. Cuba and 'nostalgia'. ● **Tutor activity:** offer developmental feedback on the article, highlighting any ways learners could improve their research into consumer trends. ● **Homework:** learners finish the article started in the session.	Computers Internet
45	**D2:** Factors affecting popularity:	IS	● **Lead-in:** clarify that the assignment will require learners to apply their knowledge of factors to destination/s. Depending on the destination, some factors will be more important than	Computers Internet

	Political factors *Economic climate* *Accessibility and availability* *Climate, natural disasters and their influence on travel* *Personal health and safety concerns* *Consumer trends*		others. ● **Tutor-led presentation:** a case study on a tourist destination such as Mexico to include growth of visitor numbers, tourism facilities and the scale of tourism. ● **Group activity:** organise learners into groups with each group allocated one factor to research for Mexico. ● **Homework:** learners complete their research into Mexico.	Case study on tourism in Mexico
46	**D2:** Factors affecting popularity: *Political factors* *Economic climate* *Accessibility and availability* *Climate, natural disasters and their influence on travel* *Personal health and safety concerns* *Consumer trends*		● **Lead-in:** lad a Q&A on: 'Which factor has the most influence on Mexico's popularity?' ● **Group activity:** give the Mexico case study as an online document. Each group adds their research findings together to update the case study. Use this for next session's revision task. ● **Group discussion:** 'Which factors are the most important in influencing the popularity of Mexico as a tourist destination?' ● **Individual activity:** learners make notes and summarise how the changing popularity of destinations has been influenced by some of the factors in learning aim D. Consolidate learning and key findings. ● **Homework:** ask learners to bring their action pan from session 28 to the next session.	Case Study on tourism in Mexico Computers Internet
47	**D2:** Factors affecting popularity: *Political factors* *Economic climate* *Accessibility and availability*	RS	● **Lead-in:** explain the format of the set assignment for learning aim D, research activity in Part A and assessment activity 4 in Part B. ● **Individual activity:** give learners a task similar in detail to the SAMs Activity 4, Part B. This should be timed and use the research notes the class produced on Mexico.	Task sheet – Activity 4 design activity using Mexico Case study based on Part B of the SAMs

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	Climate, natural disasters and their influence on travel *Personal health and safety concerns* *Consumer trends*		● **Tutor-led activity:** give learners the mark scheme and, in small groups, ask learners to compare their responses and identify if anything hindered them accessing the higher marks. ● **Individual activity:** refer to the action plan and assess whether learners have achieved what they had planned to do? Mexico research was a team effort; did that improve performance? ● **Tutor-led activity:** give individual feedback and update action plans for preparing for the mock assessment.	
Set assignment (practise)				
48–52	**Learning aims A–D**	RS	● **Individual activity:** learners prepare for assessment using class notes and completing simple refresher tests. ● **Individual activity:** learners take part in timed preparatory work as detailed in Part A of the SAMs. They carry out individual research and take notes. ● **Individual activity:** learners condense research notes onto no more than six sides of paper following Pearson guidelines for the set assignment. Collect and store these notes. ● **Plenary:** run through the key points to remember for set assignment.	Sample Assessment Materials, Part A – research Computers and internet
53–55	**Learning aims A–D**	RS	● **Lead-in:** use a quick-fire Q&A of unit content for learners. ● **Individual activity:** learners continue to undertake revision of class notes and complete simple refresher tests. Give learners activities designed to test their understanding of command terms especially the difference between ‘describe’ and ‘explain’ and what is required for an evaluation. ● **Individual activity:** discuss individual action points for the set assignment. Hand out worksheets to support learners with activities to improve techniques for the set assignment. ● **Plenary:** run through the key points to remember for set assignment.	Worksheets Revision quizzes Team games based on content Command word activities

Set assignment				
56–60	**Learning aims A–D**	N/A	● **Lead-in:** remind learners of the format of the set assignment. ● **Tutor led activity**: give learners a general summary of their strengths and weaknesses of performance. ● **Individual activity:** give individual feedback and discuss individual action points for the set assignment. Hand out worksheets to support learners with activities to improve techniques for the set assignment. ● **Plenary:** run through the key points to remember for the set assignment. ● **Set assignment.** In advance of the learners sitting the assessment, you will need to have made arrangements for supervised activities. Include research elements in activity 1 as well as the assignment activities 2–4 to best suit your circumstances. It is advised centres make arrangements to allow 9 supervised hours for the set assignment. ● Follow instructions for tutors and instructions for learners.	Learners' research notes Marked practice papers Set assignment

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